

Michigan Department of Education  
Office of Educational Assessment and Accountability

## **What's New in the 2006 Michigan School Report Cards**

The following are highlights of changes between the 2005 Michigan School Report Card (based on data from the 2004-05 school year) and the 2006 Michigan School Report Card, which is based on data from the 2005-06 school year. Most of the changes are a result of the expansion of the state assessments into grades 3-8.

### **A Single Report Card for All Schools**

Michigan has previously determined AYP separately by grade range at the elementary (grade 4) and middle school (grades 7 and 8) ranges. An AYP determination has been made separately for each grade range in a K-8 school. The AYP determination at the highest grade range in the school had previously been used to determine the school's phase for consequences under the No Child Left Behind Act (NCLB). For 2005-06, the aggregation of assessment data across grades allows for a single Report Card for all schools.

### **Feeder Codes Used for AYP**

Because the fall assessments are based on content taught during the prior school year, Feeder Codes are used to attribute students' scores to the school where the student attended during 2004-05.

### **Subgroup Size for AYP Determination**

The minimum subgroup size remains 30 students. For a district or school that enrolls more than 3,000 students, the minimum subgroup size will be 1% of enrollment, up to a maximum subgroup size of 200 students. An AYP determination will be made for all subgroups of 200 or more students.

### **Full Academic Year**

Michigan has amended the full academic year definition because the timing of assessment administration now occurs shortly after the official count date. A student's score is excluded from the AYP determination if the student had not been enrolled at the school on the three previous official count days. The previous "two count date" rule worked well when the assessment window was in January, just before the February count date. The change allows more accurate accountability identification and will reduce the cost of additional demographic data collection.

The Michigan Department of Education used the Single Record Student Database (SRSD) to apply the definition of full academic year in calculating AYP. Documentation of full academic year is provided by enrollment in the school or district on the pupil count date. Other documentation of student mobility is not used under the definition.

### **AYP Determination Using Aggregated Assessment Data Across Grades**

Michigan has developed vertically articulated performance standards for MEAP and MI-Access. The Assessments have reported proficiency for each grade (3-8) tested at each school. The performance standards (cut scores) have been set in a way where the difficulty at a particular grade level is very similar to the difficulty at adjacent grade levels. Because valid scores in English language arts and mathematics cannot be ignored, the scores of all tested students must be used in the AYP determination.

Michigan has decided to extend the grade range targets with separate targets for each grade, and to base a school's target on a weighted average of the statewide targets for the grades tested at the school. This procedure accounts for differences in performance standards across grade levels. The method also permits a single AYP determination for the school, through a comparison between student achievement and the school's target.

Proficiency for AYP will be based on the weighted sum of a proficiency index that is computed at each grade (3-11) counted for AYP at the school. Michigan did not change the approved AYP targets that were set previously. A set of grade level targets applicable to the 2005-06 school year has been developed and incorporated into the calculation of a Proficiency Index. The Proficiency Index is used to determine if a school, district or student group meets the state AYP target.

### ***English Language Arts***

<b>Grade</b>	<b>Target</b>	<b>Number Tested</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>	<b>Difference From Target</b>	<b>Grade Level Weight</b>	<b>Proficiency Index</b>
3	50%	30	25	83.3%	33.3	0.09	3.00
4	48%	40	30	75.0%	27.0	0.11	2.97
5	46%	100	60	60.0%	14.0	0.29	4.06
6	45%	10	3	30.0%	-15.0	0.03	-0.45
7	43%	30	25	83.3%	40.3	0.09	3.63
8	41%	40	30	75.0%	34.0	0.11	3.74
11	52%	100	60	60.0%	8.0	0.29	2.32
<b>Total</b>		350	233	66.6%			19.27

## **Mathematics**

Grade	Target	Number Tested	Number Proficient	Percent Proficient	Difference From Target	Grade Level Weight	Proficiency Index
3	59%	30	21	70.0%	11.00	0.09	0.99
4	56%	40	23	57.5%	1.50	0.11	0.16
5	53%	100	50	50.0%	-3.00	0.29	-0.87
6	50%	10	4	40.0%	-10.00	0.03	-0.30
7	46%	30	18	60.0%	14.00	0.09	1.26
8	43%	40	17	42.5%	-0.50	0.11	-0.06
11	44%	100	40	40.0%	-4.00	0.29	-1.16
<b>Total</b>		350	173	49.4%			0.02

A school, school district, or subgroup meets the state objective if the proficiency index is equal to or greater than zero (0). MDE will not determine or report AYP by grade. The grade level targets will be used to compute the proficiency index, which is aggregated across grades based on the school's configuration.

### ***Education YES! Status***

The weighted index will continue to be the basis of the calculation of Achievement Status. However, setting the proficient point of the MEAP score scale does not allow for convenient calculation of the Weighted Index across grade levels. A score for Achievement Status will be calculated for all schools where at least 30 students have valid MEAP scores in the content area at that grade range. The Department set the elementary and middle school cut scores for the *Education YES!* letter grades using an equating methodology. Cut scores for the high school level will not change because the 2005-06 *Education YES!* data scores and letter grades will be based on data from the class of 2006, for whom the assessment system has not changed.

### ***Education YES! Change***

For elementary and middle schools, multiple linear regression has been used to predict each school's 2005-06 percent proficient based on the school's data from 2002-03, 2003-04, and 2004-05. A prediction has been made for each content area and grade level that was tested in previous years. The prediction is compared to the school's actual 2005-06 percent proficient. This method will allow the determination of an Achievement Change component, even across assessments that are not comparable. The school's achievement score in that content area will be adjusted based on whether the school exceeds or does not meet the prediction.

### **Adjustment for Measurement Error to Improve AYP Reliability**

In 2004-05, Michigan began use of a measurement error confidence interval for the purposes of accounting for error in making AYP decisions. The size of the confidence interval will continue to be two times the standard error of measurement. In 2005-06 Michigan began use of the conditional standard error, which is a more precise measure of error. The amount of error is unique to each score point on each form of each assessment. Using this approach, it is possible to place a confidence interval around the estimated percent proficient in each school. The Report Cards for elementary, middle, and high schools contain Michigan's correction for measurement error.

### **Graduation Rate**

Michigan had planned to increase the graduation rate target during the 2005-06 school year from 80% to 85%. The graduation rate targets were set based on the current formula for calculating graduation rate. The currently set targets may not be realistic when a new methodology is used to calculate graduation rates. Therefore, Michigan has decided to postpone any increases in the graduation rate target until the method of calculating the graduation rate is changed to the cohort methodology and trends are established based on that method.

The formula for determining the 2004-2005 graduation and dropout rates will be the same as that used for determining the 2003-2004 rates. However, migrant and alternative education students will now be included in the calculations. The Center for Educational Performance and Information (CEPI) recently announced availability of a Web-based application for districts to review their 2004-2005 calculated rates and adjust the results based on their most recent knowledge of the students' movements. Data corrections submitted through this application will result in the graduation rate to be used for AYP determination.

### **MI-Access Participation and Supported Independence**

The U.S. Department of Education determined that the current MI-Access Participation and Supported Independence assessments do not meet all of the NCLB criteria. Specifically, the current assessments do not report results in the content areas of English language arts and mathematics and therefore these assessments cannot be used for NCLB purposes. A recent agreement with the U.S. Department of Education (USED) allows students who were administered the MI-Access Participation and Supported Independence assessments to be counted as participating in state assessment. New version 2 MI-Access Participation and Supported Independence English language arts and mathematics assessments, currently under development, will not be implemented statewide until fall 2007. OEAA staff are currently considering interim Participation and Supported Independence measures that might meet Federal standards for valid alternate assessments.

### **MI-Access Functional Independence**

In addition, the USED released on December 14, 2005 the proposed regulation related to an additional population of students participating in alternate assessment. These alternate assessments must be based on modified achievement standards, but still measure grade level content expectations and benchmarks. Based on the criteria spelled out in the proposed regulation, the MI-Access Functional Independence assessments do *not* meet these requirements. However, the Functional Independence assessments now fall under the NCLB 1% cap regulation since these assessments are based on alternate achievement standards and report results in the content areas of English language arts and mathematics. Up to 1% of the total statewide number of students assessed at each grade level that were administered the MI-Access Functional Independence assessments may be counted as proficient, if the students' overall scores were in the attained or surpassed performance category. All students that took the Functional Independence assessment count as participating for AYP.

As a result of the MI-Access Functional Independence not meeting the criteria in the proposed federal rules to be considered an alternate assessment based on modified achievement standards,

Michigan does not qualify to apply for the 2% Interim Flexibility – Option 2. The federal Interim Option 2 was used by Michigan in 2004-05 and is described in the document posted at <http://www.ed.gov/policy/speced/guid/secletter/051214a.html>. For 2005-06, Michigan has applied for permission to use Interim Option 1 to adjust the AYP decision only for schools that fail to make AYP solely due to the students with disabilities subgroup. This option allows states to calculate a proxy to determine the percentage of special education students (as defined in the Individuals with Disabilities Education Act) that is equivalent to 2.0 percent of all students assessed. The proxy adjustment for Michigan for 2005-06 is 15.0% based on Michigan's enrollment of 13.3% of the total student population as students with disabilities. The draft School Report Cards have been developed without the use of Interim Option 1 because federal approval is still pending. Interim Option 1 will be reflected in the School Report Cards when Michigan is notified of federal approval.

### **MI-Access 1% Cap on Proficient Scores**

The 1% cap is computed by taking no more than one percent of the district headcount enrollment (Fall 2005 for grades 3-8 and Spring 2006 for grade 11) at the grade levels where students are assessed in the state assessment system. This means the calculation of the number of student scores that are proficient (in each local school district) is not rounded upward. The federal rules require that school districts apply for state approval of an exception in cases where the district wishes to exceed the 1% cap at the district level. School districts and PSAs that had an approved application for exception to the 1% cap in the 2005 Report Card cycle will need to submit the application again. The application for the exception is contained in the *2006 Application for an Exception to the 1% Cap on Students Proficient Using Alternate Achievement Standards and Functional Independence Appeals*.

Statewide, more than 1% of students were administered the MI-Access Functional Independence assessments and earned scores that attained or surpassed the performance standard. As a result, a number of proficient Functional Independence scores were suppressed when the preliminary AYP calculations were determined. The MDE used a two-step process to calculate which proficient scores would initially count under the 1% cap. The rationale for this two-step process is to ensure that as many proficient scores as possible are counted for students for whom the Functional Independence assessments were designed, without exceeding the 1% cap at the state level.

*Step 1:* The fall 2005 SRSD submission information was used by the MDE to suppress proficient Functional Independence scores of students in the following special education categories.

- Specific Learning Disability (SLD or LD)
- Speech and Language Impairment (SLI)
- Emotional Impairment (EI)
- Physical Impairment (PI)
- Otherwise Health Impaired (OHI)

*Step 2:* Of the remaining Functional Independence scores, the MDE started with the lowest proficient score and “counted up” until the 1% cap was reached.

After the two-step process has been applied, the MDE will allow flexibility in cases where there is an impact on the school or district making AYP. For example, districts may request the reallocation of the students' proficient scores that were suppressed by the two-step process for buildings within the district. In addition, school districts may submit additional documentation for students whose scores were suppressed in Step 1. A form is provided at <http://www.michigan.gov/oeaa> for this purpose.

### **Evidence and Self-Ratings for the Indicators of School Performance**

Schools should be aware that the Department will publish both the school's self-rating and the evidence reported for each component. The school's self-rating for each component, and the evidence provided, is available in the Report Card "preview" that is available to authorized users. This information will be available to the public on the School Report Card when it is released.

The Department is conducting a pilot study of a new reporting system for the indicators, to be based on the School Improvement Framework. The Department appreciates the cooperation of schools selected for participation in the pilot. It is expected that the new indicator system will be used for Report Cards in 2006-07.

### **Appeal Period**

The time period for filing an appeal of the 2006 report cards for elementary and middle schools will be from May 17, 2006 through 5:00 pm Eastern Time on June 2, 2006. A separate appeal period will be held for high schools and district AYP. The draft Report Card will not be available until the high school appeal window for any school that had students test during the MEAP or MI-Access spring windows.

No appeals will be accepted after this period. The firmness of this timeline is necessary in order to meet the target date for the public release of the report cards. In addition:

1. No appeals will be accepted for the School Performance Indicators (School Self-Assessment) once these have been approved and submitted by the local superintendent.
2. No appeals will be accepted regarding failure to meet, or technical difficulties meeting, the March 31 deadline for submitting the Indicators.
3. Complete and thorough documentation will be required for any appeals filed over demographics.

## **Guide to Reading the Michigan School Report Cards 2006 Edition**

The Michigan School Report Cards bring together a great amount of data and information. This guide is intended to provide a short explanation of the calculation of the various elements that make up the report cards.

### **Michigan's School Performance Standards**

Taken together, *Education YES – A Yardstick for Excellent Schools* – the Michigan-based accreditation system - and Adequate Yearly Progress (AYP), under the federal No Child Left Behind Act (NCLB), are Michigan's school accountability system. NCLB requires that each state have a single school accountability system that addresses all public schools in the state and that includes AYP in conformance with the specific federal requirements. While *Education YES!* and AYP may be seemingly contradictory on specific details, both are focused on the same goal of high levels of achievement for all students.

### **Relationship between *Education YES!* and No Child Left Behind**

*Education YES!* has a great amount of buy-in among both educators and the community at-large because it is felt that concerns have been heard and that the system is truly the product of the collective work of concerned citizens across the state. However, NCLB was passed and signed into law while Michigan was holding forums on *Education YES!* Michigan is comprehensively seeking to provide feedback to schools and parents on how they are faring based on high standards for all children. *Education YES!* will guide the state in assigning resources, special assistance (and ultimately sanctions for non-improvement) to those schools that need the most help.

### ***Education YES! – A Yardstick for Excellent Schools***

*Education YES!* uses several components that are interlinked to present a complete picture of performance at the school level. *Education YES!* is a broad set of measures that looks at school performance and looks at student achievement in multiple ways. Measures of student achievement in Michigan's school accreditation system include:

- Achievement status to measure how well a school is doing in educating its students.
- Achievement change to measure whether student achievement is improving or declining.
- Achievement growth (delayed until 2006-2007, see below) to measure whether students are demonstrating at least one year of academic growth for each year of instruction.

In addition the Indicators of School Performance measure investments that schools are making in improved student achievement, based on indicators that come from research and best practice.

Scores on all three components of *Education YES!* have been converted to a common 100 point scale where: 90-100 A; 80-89 B; 70-79 C; 60-69 D; and 50-59 F. Grades of D and F are not used for the school's composite grade, where the labels D/Alert and Unaccredited are used.

### **Achievement Status**

Achievement status is measured in English language arts and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP). For example, the data from the old reading test and the new English language arts assessment are not combined for the calculation of status. The following are the years of MEAP data that make up the grade for Achievement Status for 2005-06:

<b>Years of MEAP data that make up the grade for Achievement Status</b>			
<b>Content Area</b>	<b>Elementary Grades 3, 4, and 5</b>	<b>Middle School Grades 6, 7, and 8</b>	<b>High School</b>
<b>English Language Arts (Reading)</b>	2005-06	2005-06	Class of 2004, 2005 and 2006
<b>Mathematics</b>	2005-06	2005-06	Class of 2004, 2005 and 2006
<b>Science</b>		2005-06	Class of 2004, 2005 and 2006
<b>Social Studies</b>		2005-06	Class of 2004, 2005 and 2006

The method of computing achievement status uses students' scale scores on the Michigan Educational Assessment Program, as weighted by the performance level or category (1,2,3,or 4) assigned to each student's score. Scale score values at the chance level are substituted for values below the chance level because values below that point do not have valid information about the student's performance. A template is provided that a school can paste in MEAP data to see how the values are derived. The weighted index is computed by following these steps:

1. Multiply each student's scale score by the performance level (i.e. 540\*2);
2. Sum the resulting values resulting in the sum of the index values;
3. Sum the performance levels or weights;
4. Divide the sum of the index values by the sum of the weights.

The intent of the weighted index is to encourage schools to place priority on improving the achievement of students that attain the lowest scores on the MEAP assessments.

Cut scores for the score ranges in achievement status were set by representative panels that assigned grades to selected schools. The cut scores were reviewed by the Accreditation Advisory Committee and approved by the State Board of Education. The Accreditation Advisory Committee, a group of five national experts, was appointed by the State Board of Education to advise the Board on the implementation of the *Education YES!* school accreditation system. The cut scores in the following table have been equated to meet the scales of the current MEAP assessments.



Score Range	Elementary		Middle School			
	English Language Arts	Mathematics	English Language Arts	Mathematics	Science	Social Studies
100-90	118.0 and above	119.0 and above	118.5 and above	100.8 and above	114.7 and above	114.7 and above
80-89	117.9 - 111.5	118.9 - 107.8	118.4 - 110.0	100.7 - 96.8	114.6 - 112.0	114.6 - 112.0
70-79	111.4 - 100.1	107.7 - 93.9	109.9 - 103.7	96.7 - 86.0	111.9 - 107.0	111.9 - 107.0
60-69	100.0 - 97.1	93.0 - 89.0	103.6 - 93.3	85.9 - 74.0	106.9 - 91.1	106.9 - 97.2
50-59	97.0 and below	88.9 and below	93.2 and below	73.9 and below	91.0 and below	97.1 and below

Score Range	High School			
	English Language Arts	Mathematics	Science	Social Studies
100-90	543.5 and above	558.1 and above	547.2 and above	509.9 and above
80-89	533.4 - 543.4	537.5 - 558.0	530.5 - 547.1	501.4 - 509.8
70-79	524.3 - 533.3	516.8 - 537.4	514.1 - 530.4	492.9 - 501.3
60-69	518.0 - 524.2	496.1 - 516.7	497.4 - 514.0	484.1 - 492.8
50-59	517.9 and below	496.0 and below	497.3 and below	484.0 and below

### Achievement Change

Achievement change uses up to five years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficiency in school year 2013-14, as required by the No Child Left Behind Act (NCLB). The change score and grade are derived from the average of up to three calculations of improvement rates (slopes) using the school's MEAP data. Scores from MEAP assessments that are not comparable will not be placed on the same trend line.

Years for Which MEAP Data Are Used to Calculate Improvement Rates for Achievement Change			
Content Area	Elementary	Middle School	High School
English Language Arts (Reading)	2002-03, 2003-04, 2004-05 and 2005-06	2002-03, 2003-04, 2004-05 and 2005-06	Class of 2001, 2002, and 2003 Reading and 2004, 2005 and 2006 ELA
Mathematics	2002-03, 2003-04, 2004-05 and 2005-06	2002-03, 2003-04, 2004-05 and 2005-06	Class of 2003, 2004, 2005, and 2006
Science		2002-03, 2003-04, 2004-05 and 2005-06	Class of 2003, 2004, 2005, and 2006
Social Studies		2002-03, 2003-04, 2004-05 and 2005-06	Class of 2002, 2003, 2004, 2005, and 2006

The Achievement Change component of *Education YES!* was originally proposed to recognize improvement on the part of schools with low status scores. The Accreditation Advisory Committee recommended a policy-based approach to measuring achievement change. Achievement change uses up to five years of comparable MEAP data to determine if student

achievement in a school is improving at a rate fast enough to attain the goal of 100% proficient by school year 2013-14, as required by the No Child Left Behind Act. The change grade for high schools is derived from the average of three calculated slopes using the school's MEAP and MI-Access data. Scores from MEAP assessments that are not comparable are not placed on the same slope line. Achievement Change is based on the goal of 100% percent proficient in 2013-14, as set in NCLB. Achievement Change is computed by dividing the computed slope by the target slope, determining the percent of the target that the school has attained.

The linear regression methodology previously used to calculate Achievement Change cannot be used in 2005-06 for the elementary and middle school levels because scores from MEAP assessments that are not comparable cannot be placed on the same slope line. Multiple linear regression was used to predict each school's 2005-06 score based on the school's scores from 2002-03, 2003-04, and 2004-05. A prediction will be made for each content area and grade level that were tested in previous years. The prediction is compared to the school's actual 2005-06 percent proficient. The formula to calculate a school's predicted 2005-06 percent proficient for a given content area and grade level is as follows:

$$\left( \begin{array}{c} \text{Percent} \\ \text{Proficient} \\ \text{2002-03} \end{array} * \begin{array}{c} \text{2002-03} \\ \text{multiplier} \end{array} \right) + \left( \begin{array}{c} \text{Percent} \\ \text{Proficient} \\ \text{2003-04} \end{array} * \begin{array}{c} \text{2003-04} \\ \text{multiplier} \end{array} \right) + \left( \begin{array}{c} \text{Percent} \\ \text{Proficient} \\ \text{2004-05} \end{array} * \begin{array}{c} \text{2004-05} \\ \text{multiplier} \end{array} \right) + \text{constant}$$

The following table is needed to calculate the predicted value:

**Change Prediction and Error**

Content Area	Grade	Multiplier			Constant	Standard Error of the Estimate
		2002-03	2003-04	2004-05		
English Language Arts	4	0.150	0.206	0.361	27.8	10.4
	7	0.205	0.214	0.414	20.8	8.7
Mathematics	4	0.239	0.108	0.363	31.3	10.3
	8	0.266	0.223	0.458	6.59	9.8
Science	8	0.213	0.281	0.332	23.0	8.6
Social Studies	8/9	0.238	0.252	0.428	51.5	11.2

The following is an example of the prediction calculation for elementary English language arts:

$$\left( \begin{array}{c} \text{Percent} \\ \text{Proficient} \\ \text{2002-03} \\ \text{57.1\%} \end{array} * \begin{array}{c} \text{2002-03} \\ \text{multiplier} \\ \text{0.150} \end{array} \right) + \left( \begin{array}{c} \text{Percent} \\ \text{Proficient} \\ \text{2003-04} \\ \text{47.8\%} \end{array} * \begin{array}{c} \text{2003-04} \\ \text{multiplier} \\ \text{0.206} \end{array} \right) + \left( \begin{array}{c} \text{Percent} \\ \text{Proficient} \\ \text{2004-05} \\ \text{64.15\%} \end{array} * \begin{array}{c} \text{2004-05} \\ \text{multiplier} \\ \text{0.361} \end{array} \right) + \text{constant } \text{27.8}$$

The predicted percent proficient in this example is 69.4% proficient.

The Difference is computed as the (Actual – Predicted). The school’s status score for each content area and grade range is adjusted as follows:

- Schools where the actual score exceeds the prediction plus 1.5 times the standard error of the estimate will have a 15 point adjustment added to the achievement score for that content area;
- Schools where the actual score exceeds the prediction plus the standard error of the estimate will have a 10 point adjustment added to the achievement score for that content area;
- Schools where the actual score is less than the prediction minus 1.5 times the standard error of the estimate will have a 15 point deduction applied to the achievement score for that content area; and
- Schools where the actual score is less than the prediction minus the standard error of the estimate will have a 10 point deduction applied to the achievement score for that content area.

The Achievement Change adjustment will be calculated only if there are at least 10 students tested each year (2002-03, 2003-04, 2005-05 and 2005-06) in the content area and grade level.

### **2006 Report Card Format**

The reporting format for the 2006 School Report Card is similar to the 2005 Report Card, addressing concerns about the grade and score for achievement change. Under the format instituted in 2004, scores and grades are calculated for each content area for each school. The content areas remain the same, using only English language arts and mathematics at the elementary level, and adding science and social studies at the middle school and high school levels. The score and grade for each content area is based on the score for achievement status, as adjusted by averaging it with the score for achievement change.

For achievement change at the high school level, a “floor” has been established by specifying a rule that a school’s change score for a content area would be the higher of:

- The school’s actual change score, using the same calculation method used in 2004 and 2005; or
- The lowest score for the next lowest status grade assigned to the school for that content area (80 for an A, 70 for a B, etc...).

The following table shows the minimum and maximum change score, for each range of status scores:

<b>Change Score Adjustment</b>		
<b>Status Score Range</b>	<b>Minimum Adjusted Change Score</b>	<b>Maximum Change Score</b>
90-100	80	100
80-89	70	100
70-79	60	100
60-69	50	100
50-59	50	100

In cases where the score for achievement change cannot be computed, the score and grade for each content area will be assigned based on the achievement status score. This will allow composite scores to be computed for many schools that fall into one or more of the following situations:

- One or more years of MEAP data are not available for the school because:
  - MEAP tests for the school were missing;
  - Assessment data was not reported for the school; or
  - The number of students tested fell below the minimum group size for one or more years; or
- The school is too new, and does not have enough years of data to compute the change score.

### **Achievement Growth**

The Michigan State Board of Education has decided that the Achievement Growth component will be delayed until the second year of state assessment data is available for all students in grades 3-8. MEAP and MI-Access now include vertically articulated score scales which will allow the measurement of student growth within the same school. It is planned that measurement of student growth will begin in 2006-07.

### **Indicators of School Performance**

*Education YES!* provides both a snapshot of current school performance and a ladder for educators, supplying feedback and direction to assist them on a path of meaningful change. The scoring and grading for the Indicators of School Performance are based on the school's self-rating of each component for each indicator. Each school team assigned the school a rating for each component, using the following scale:

- Systematically and Consistently Meeting Criteria;
- Progressing Toward Criteria;
- Starting to Meet Criteria; or
- Not Yet Meeting Criteria.

The ratings were scored on a scale where the number of possible points for each indicator is 36. The number of points possible for each component varies based on the number of components in the indicator. This method equally weights each indicator. For example, an indicator with 3 components receives 12 points per component whereas an indicator with 4 components receives 9 points per component. The possible score for all schools is 396 (11 indicators times 36 points). A single grade is assigned to the group of 11 indicators. The school's grade is based on the percentage of the possible points that the school could score for the total of all 11 indicators.

### **Evidence and Self-Ratings for the Indicators of School Performance**

The "window" for the School Self Assessments, including updating the self-rating and evidence for the Indicators of School Performance, ended on March 31, 2006. The School Self Assessment portion of MI-Plan closed at that time. No extensions will be granted after the deadline. The Department of Education will allow no adjustments to the School Self Assessment for the purposes of the School Report Card through the appeals process for the Report Card.

In 2005, the Department published both the school's self-rating and the evidence reported for each component. The school's self-rating for each component, and the evidence provided, is available in the Report Card "preview" that is available to authorized users. This information will be available to the public on the School Report Card when it is released.

The Department is conducting a pilot study of a new reporting system for the indicators, to be based on the School Improvement Framework. The Department appreciates the cooperation of schools selected for participation in the pilot. It is expected that the new indicator system will be used for Report Cards in 2006-07.

### **The Composite Grade**

In 2003-04, the composite school grade was derived from the individual school score and the school's status in terms of Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act. The weighting of the components of *Education YES!* in the composite grade was as follows:

***Education YES! Composite Score Weighting***

<b>Component</b>	<b>Point Value</b>	
	<b>Until 2005-06</b>	<b>2006-07 and After</b>
School Performance Indicators	33	33
Achievement Status	34	23
Achievement Change	33	22
Achievement Growth		22
Total	100	100

For 2006, the weighting of the composite *Education YES!* score and grade will be maintained. The scores for each content area will be averaged to calculate an achievement score and grade for each school. An achievement score for each content area is computed by averaging the Status and Change (or adjusted Change) scores for a content area. A preliminary aggregate achievement score is derived by averaging the scores from each content area. The preliminary

aggregate achievement score is weighted 67% and the School Self-Assessment (Indicator score) is weighted 33% in calculating the preliminary score and grade for a school.

In 2005, the State Board of Education approved a change to the *Education YES!* policy so that the school's indicator score cannot improve the school's composite score and grade by more than one letter grade more than the school's achievement grade. This means that a school that receives an "F" for achievement can receive a composite grade no higher than "D/Alert."

After the computation of a school's composite grade for achievement described above a final "filter" will be applied, consisting of the question of whether or not a school or district met or did not meet AYP. The answer to this question is an additional determining factor for a school's final composite grade on the report card. A school that does not make AYP shall not be given a grade of "A." A school that makes AYP shall not be listed as unaccredited. A school's composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement.

#### Unified Accountability for Michigan Schools

<i>Education YES!</i> Composite Score	90-100	B (iv)	A
	80-89	B (iv)	B (iv)
	70-79	C (iii)	C (iii)
	60-69	D/Alert (ii)	C (iii)
	50-59	Unaccredited (i)	D/Alert (ii)
		<b><i>Did Not Make AYP</i></b>	<b><i>Makes AYP</i></b>

(i) – (iv) Priorities for Assistance and Intervention

#### State Accreditation

Schools that are labeled "A", "B", "C" or "D / Alert" will be accredited. Schools that receive an "A" will be summary accredited. Schools that receive a "B", "C", or "D/Alert" will be in interim status. Unaccredited schools will also be labeled as such. Summary accreditation, interim status and unaccredited are labels from Section 1280 of the Revised School Code.

## ***Adequate Yearly Progress***

NCLB requires that AYP be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (basic and apprentice) of achievement by 10% (“safe harbor”). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group. The group size is the same for the school, school district and the state as a whole. The subgroups are:

- Major Racial/Ethnic Groups
  - Black or African American
  - American Indian or Alaska Native
  - Asian American, Native Hawaiian or other Pacific Islander
  - Hispanic or Latino
  - White
  - Multiracial
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged

### **Subgroup Size for AYP Determination**

The minimum subgroup size remains 30 students. For a district or school that enrolls more than 3,000 students, the minimum subgroup size will be 1% of enrollment, up to a maximum subgroup size of 200 students. An AYP determination will be made for all subgroups of 200 or more students.

### **Comparison with the State Objective**

The State Board of Education in Michigan has determined the AYP state targets (Annual Measurable Objectives) for the determination of AYP. These targets are based on assessment data from the 2001-02 administration of the MEAP tests and represent the percentage of proficient students in a public school at the 20<sup>th</sup> percentile of the State’s total enrollment among all schools ranked by the percentage of students at the proficient level.

### **Michigan State Objectives for AYP for 2005-06**

- 56% - Elementary Mathematics
- 48% - Elementary English Language Arts
- 43% - Middle School Mathematics
- 43% - Middle School English Language Arts
- 44% - High School Mathematics
- 52% - High School English Language Arts

Michigan has decided to extend the grade range targets with separate targets for each grade, and to base a school's target on a weighted average of the statewide targets for the grades tested at the school. This procedure accounts for differences in performance standards across grade levels. The method also permits a single AYP determination for the school, through a comparison between a student achievement and the school's target.

Proficiency for AYP will be based on the weighted sum of a proficiency index that is computed at each grade (3-11) counted for AYP at the school. Michigan did not change the approved AYP targets that were set previously. A set of grade level targets applicable to the 2005-06 school year has been developed and incorporated into the calculation of a Proficiency Index. The Proficiency Index is used to determine if a school, district or student group meets the state AYP target.

### ***English Language Arts***

<b>Grade</b>	<b>Target</b>	<b>Number Tested</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>	<b>Difference From Target</b>	<b>Grade Level Weight</b>	<b>Proficiency Index</b>
3	50%	30	25	83.3%	33.3	0.09	3.00
4	48%	40	30	75.0%	27.0	0.11	2.97
5	46%	100	60	60.0%	14.0	0.29	4.06
6	45%	10	3	30.0%	-15.0	0.03	-0.45
7	43%	30	25	83.3%	40.3	0.09	3.63
8	41%	40	30	75.0%	34.0	0.11	3.74
11	52%	100	60	60.0%	8.0	0.29	2.32
<b>Total</b>		350	233	66.6%			19.27

### ***Mathematics***

<b>Grade</b>	<b>Target</b>	<b>Number Tested</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>	<b>Difference From Target</b>	<b>Grade Level Weight</b>	<b>Proficiency Index</b>
3	59%	30	21	70.0%	11.00	0.09	0.99
4	56%	40	23	57.5%	1.50	0.11	0.16
5	53%	100	50	50.0%	-3.00	0.29	-0.87
6	50%	10	4	40.0%	-10.00	0.03	-0.30
7	46%	30	18	60.0%	14.00	0.09	1.26
8	43%	40	17	42.5%	-0.50	0.11	-0.06
11	44%	100	40	40.0%	-4.00	0.29	-1.16
<b>Total</b>		350	173	49.4%			0.02

The tables above are examples of the proficiency index for a school. The difference from target is calculated by subtracting the grade level target from the percent proficient for that grade. The grade level weight is the proportion of the students counted for AYP at that grade level. The proficiency index is calculated by multiplying the difference from the target by the grade level weight. The Proficiency Index is summed across the grades. A school, school district, or subgroup meets the state objective if the Proficiency Index is equal to or greater than zero (0).



MDE will not determine or report AYP by grade. The grade level targets will be used to compute the proficiency index, which is aggregated across grades based on the school's configuration.

### **Multiple-Year Averaging**

In determining where each school or district stands in relation to the State objectives, Michigan uses a three-step averaging system, as follows:

**Step One** – Look at the school's most recent State assessment results. Does the school meet the State target? If yes, the school makes AYP. If no, go to Step Two.

**Step Two** – Calculate the average of the school's most recent and preceding year State assessment results (two-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, go to Step Three.

**Step Three** – Calculate the average of the school's most recent and preceding two years' State assessment results (three-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, the school is classified as not making AYP based on the State target and the safe harbor test is applied.

Multiple-year averaging is used only when a school does not make AYP based on current year MEAP data, or when there are fewer than 30 students assessed in a school. Multiple-year averaging is used as a method to derive an AYP status for a school that assesses fewer than 30 students in a single year. Michigan uses multiple-year averaging to assign an AYP status to as many schools as possible. In cases where the school, as a whole, has fewer than 30 students participating in state assessment, two-year, and if necessary three-year averaging will be used for the whole school to obtain a large enough group of students to assign an *Education YES!* grade and AYP status. This technique is applied to the whole school or district, not to any subgroups. A separate AYP determination is not made in cases where there are fewer than 30 students in a subgroup in a given year.

The above scenario applies to multiple-year averaging for proficiency. Multiple year averaging is also used in the participation rate, which can also be averaged over two or three years.

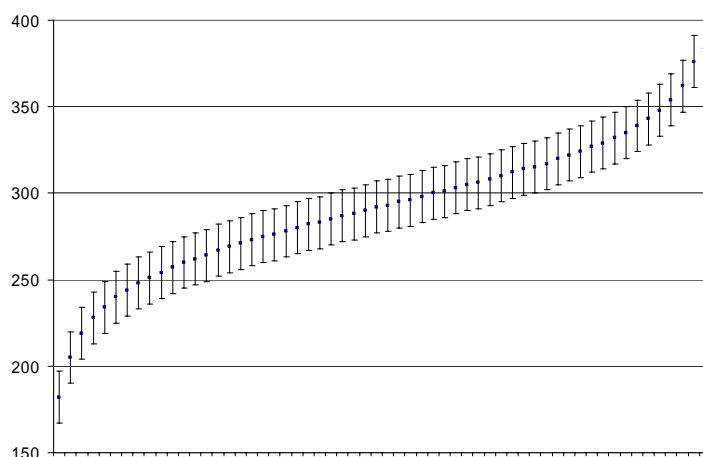
### **Adjustment for Measurement Error to Improve AYP Reliability**

Because the decisions made based upon AYP classifications are such high-stakes decisions for individual schools, it is important to account for error to be more accurate and honest in classifying schools as making or not making AYP. Michigan has selected a measurement error confidence interval for the purposes of accounting for error in making AYP decisions. Uncertainty in scores has an impact on classifying students as proficient, and uncertainty in classifying students as proficient has an impact on calculating AYP. For this reason, measurement error needs to be taken into account in calculating AYP. Measurement error can cause two types of errors in calculating AYP: false positives (mistakenly identifying schools as making AYP) and false negatives (mistakenly identifying schools as not making AYP).

The key statistic in AYP calculations is the estimated proportion of students in a school (or subgroup) that were proficient. The simplest approach to AYP (that ignores measurement error) is to simply count the number of students whose scores are at or above the proficiency cut score, and divide by the total number of students tested.

However, because of measurement error, it is likely that students with scores close to the cut point are misclassified as either proficient or not proficient. The standard error of measurement can be used to place a confidence interval around each student's score, as in the left panel of Figure 1, which shows a 95% measurement error confidence interval around each student's score.

*Figure 1*



The effect of placing confidence intervals around individual student scores.

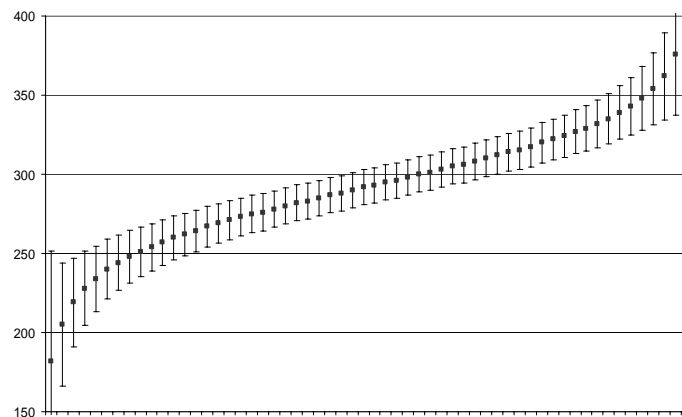
Using this approach, it is possible to place a confidence interval around the estimated percent proficient in this school. In Figure 1, sixteen students are provisionally proficient. These provisionally proficient students can be counted as not proficient to put a lower end on the confidence interval of the proportion proficient in this school, and they can be counted as proficient to place an upper end on that confidence interval.

In 2004-05 Michigan used the classical standard error of measurement (SEM) which is calculated using both the standard deviation and the reliability of test scores. SEM represents the amount of variance in a score resulting from factors other than achievement. The standard error of measurement is based on the premise that underlying traits, such as academic achievement, cannot be measured precisely without a perfectly precise measuring instrument. For example, factors such as chance error, differential testing conditions, and imperfect test reliability can cause a student's observed score (the score actually achieved on a test) to fluctuate above or below his or her true score (the true ability of the student).

The classical SEM index provides only an estimate of the average test score error for all students regardless of their individual proficiency levels. However, it is generally accepted that the SEM varies across the range of student proficiencies and that individual score levels on any particular test could potentially have different degrees of measurement error associated with them. For this

reason, it is generally useful to report not only a test level SEM estimate, but individual score level estimate as well. Individual score level estimates of error are commonly referred to as conditional standard errors of measurement (CSEM). The CSEM provides an estimate of reliability, conditional on the proficiency estimate. In other words, it provides a reliability estimate, or error estimate, at each score point. Because there is typically more information about students with scores in the middle of the score distribution, the CSEM is usually smallest in this range, and scores are more reliable there. Item response theory methods for estimating both individual score-level CSEM and test-level SEM were used because test and item level difficulties for MEAP are calibrated using the Rasch measurement model.

*Figure 2*



Confidence intervals around individual student scores using Conditional Standard Errors.

Michigan began use of the conditional standard errors of measurement in 2005-06 for its state assessments. Conditional standard errors of measurement are used to improve the accuracy of AYP determinations.

### **Safe Harbor**

If a school or district, as a whole or for a subgroup, does not meet the state objective, it may make AYP by showing improvement from the prior year, using the safe harbor provision. To make AYP through Safe Harbor, a group must decrease the percent not proficient by 10 percent from the previous year and also must meet the participation requirement and the additional indicator (attendance or graduation rate).

### **Full Academic Year**

Michigan's definition of a full academic year allows student scores to be included only for students that have been enrolled in the school (or school district) for a full academic year. This provision holds schools (and school districts) accountable for students that they have provided instruction to.

Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in

February. These student count days are the basis of Michigan's definition of a full academic year.

For a school district: Students must have been enrolled in the school district for the three most recent semi-annual official count days.

For an individual school:

1. Students must have been enrolled in the school for the three most recent semi-annual official count days.
2. For students in their first year in a school building because of the grade structure of the receiving school (for example, a student "graduating" from a K-4 elementary school to a 5-8 middle school), the student will be considered as having been in the middle school for a full academic year if the student was, in the previous year, enrolled in another school (in this case the elementary school) in the same school district.

Students who have been in the school district for a full academic year but have moved from building to building at the same level (that is, elementary to elementary), within the district will be counted in the district's AYP but not in a building's AYP.

The Michigan Department of Education uses the Single Record Student Database (SRSD) to apply the definition of full academic year in calculating AYP. Data in the 2006 School Report Card has been derived using SRSD data to exclude the scores of students that have not been enrolled in the school for a full academic year in calculating the percent proficient used in determining AYP. Documentation of full academic year is provided by enrollment in the school or district on the pupil count date. Other documentation of student mobility is not used under the definition.

### **Participation in Assessment**

It is the policy of the Michigan State Board of Education that all students participate in the state assessment program. The student's status in terms of enrollment for a full academic year is not relevant to whether the student should be assessed. The federal No Child Left Behind Act requires that at least 95% of enrolled students be assessed. The number of students to be assessed is determined from the Single Record Student Database (SRSD), collected by the Center for Educational Performance and Information (CEPI). This is taken from the Fall (September) collection for grades 3-8 and from the Spring (February) collection for high schools. The number of students that should have been assessed is the count of students reported as more than 0.50 combined February Full Time Equivalent (FTE) in the grades in which English language arts and mathematics are assessed under the Michigan Educational Assessment Program (MEAP) and MI-Access (grades 3-8, and 11). In addition, any students (more than 0.50 FTE) reported as ungraded are included if they are the age that should be assessed. Students where the residency code indicates that the student attends a nonpublic school are excluded. Students that enter the school district after the start of the MEAP testing window are excluded, as are any students that leave after the start of the testing window.

Adjustments may be needed in the enrollment derived from SRSD in cases where students leave between the pupil count day and the end of the assessment window. The preferred method of

notifying the Office of Educational Assessment and Accountability is through an email to [aypcontactus@michigan.gov](mailto:aypcontactus@michigan.gov). Please include the following information in your correspondence:

- Name of Student
- Grade level
- Name of School and District
- Assessment(s) that the student could not participate in
- Date that the student exited
- Date the assessments are scheduled to be administered at the school

The enrollment can be adjusted for students that are expelled between the pupil count date and the end of the assessment window. The adjustment is not made for suspended students. A suspended student is still a student of the school district. The Department of Education encourages school districts to make arrangements for suspended students to participate in state assessment.

### **Medical Emergencies**

There are situations considered medical emergencies that may preclude a student from participating in the State assessments (MEAP or MI-Access). Exceptions from testing are handled on a case by case basis. The Office of Educational Assessment and Accountability will accept evidence for medical emergencies from schools administrators during the assessment period or during the Report Card appeals process. The preferred method of notifying the Office of Educational Assessment and Accountability is through an email to [aypcontactus@michigan.gov](mailto:aypcontactus@michigan.gov). Please include the following information in your correspondence:

- Name of Student
- Grade level
- Name of School and District
- Assessments that the student could not participate in
- Date(s) of the emergency
- Medical condition or diagnosis
- Dates the assessments are scheduled to be administered at the school

Some examples of “approved” medical emergencies: hospitalization and debilitating illness. Examples of “not approved” situations: non-limiting illnesses and pregnancy.

### **MEAP and MI-Access Assessments for Ungraded Students**

State Board policy, the No Child Left Behind Act, and the Individuals with Disabilities Education Act require that state level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Single Student Record Database (such as some programs for students with disabilities and alternative education programs), the state will assign students to a specific grade based on the following table.

<b>Student Age* in Ungraded Programs</b>	<b>Grade Assignment</b>	<b>Required Content Areas to be Assessed in Academic year 2005-2006 (MEAP and MI-Access)</b>
9	3 <sup>rd</sup>	-English Language Arts -Mathematics
10	4 <sup>th</sup>	-English Language Arts -Mathematics
11	5 <sup>th</sup>	-English Language Arts -Mathematics -Science**
12	6 <sup>th</sup>	-English Language Arts -Mathematics -Social Studies**
13	7 <sup>th</sup>	-English Language Arts -Mathematics
14	8 <sup>th</sup>	-English Language Arts -Mathematics -Science**
15	9 <sup>th</sup>	-Social Studies**
16	10 <sup>th</sup>	
17	11 <sup>th</sup>	-English Language Arts -Mathematics -Science** -Social Studies**
18	12 <sup>th</sup>	

\* The student's date of birth, as reported in SRSD, is used to determine the student's age as of December 1<sup>st</sup> of the school year in which the assessment is administered.

\*\* For students with an IEP requiring an alternate assessment, the IEP Team will determine how the student is assessed in these content areas until the state develops MI-Access assessments in these content areas.

The Michigan School Report Cards do not address Adult Education or Preschool Programs in any way. Adult Education students are not required to participate in MEAP and are not part of either *Education YES!* or AYP. Adult education programs will not receive an *Education YES!* grade nor AYP status. Young adult education participants who are served because they have been permanently expelled from school and have no appropriate education program available to them are not counted among students that are required to participate in MEAP. This policy is limited only to those students that are permanently expelled and that are not counted for the foundation allowance under the State School Aid Act. Alternative Education students that are counted as public school students under the State School Aid Act are treated as any other student for both *Education YES!* and AYP.

### **Missing Assessment Documents**

If there are cases where assessment answer documents were sent to the assessment contractor and the scores were not reported to the school district, the students for whom assessment scores

are missing may be considered proficient for AYP if the school district provides contemporaneous documentation that completed test documents were sent to the contractor and the school district reports evidence of proficiency using other assessments.

### **School Attendance**

Michigan has chosen to use school attendance as its additional indicator for Adequate Yearly Progress for the elementary and middle school grades. Data on student attendance comes from the SRSD. This is taken from a cumulative total of all three SRSD collections (Fall, Spring and End of Year) for the prior (2004-05) school year. The calculation of attendance rate is based on data submitted to CEPI in the SRSD, comparing:

- Each student's total possible number of attendance days that year, based on the student's date of enrollment.
- Each student's actual days of attendance, out of the total attendance days possible for that student.

A school's attendance rate is calculated as the aggregate total number of days of actual attendance for all students in the school, divided by the aggregate total number of possible days of attendance for all students, based upon each student's date of enrollment, times 100, to obtain a percentage figure. The initial percentage target for the state will be: 85% attendance. Schools above this percent will be considered making AYP, for attendance. The attendance rate for a subgroup is only used when determining if a school or district meets AYP for a subgroup through safe harbor.

It is not expected that Michigan's eventual target attendance rate would be 100%. The realities of student attendance, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on an estimated beginning target attendance rate of 85% for 2002-03, the intermediate target goal of 90% will begin in 2008-09 and remain in effect through 2013-14.

### **Graduation Rate**

The federal No Child Left Behind Act requires that the graduation rate be used as an additional indicator for Adequate Yearly Progress for high schools. It is not an expectation that, like student proficiency in English Language Arts and Mathematics, the target goal for graduation rate in Michigan should reach 100% by 2013-14. The reality of high school enrollment, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged.

Michigan had planned to increase the graduation rate target during the 2005-06 school year from 80% to 85%. The graduation rate targets were set based on the current formula for calculating graduation rate. The currently set targets may not be realistic when a new methodology is used to calculate graduation rates. Therefore, Michigan has decided to postpone any increases in the graduation rate target until the method of calculating the graduation rate is changed to the cohort methodology and trends are established based on that method. The graduation rate target for the 2005-06 School Report Card (based on the graduation rate for the class of 2005) will be 80%.

The formula for determining the 2004-2005 graduation and dropout rates will be the same as that used for determining the 2003-2004 rates. However, migrant and alternative education students will now be included in the calculations. The Center for Educational Performance and Information (CEPI) recently announced that a Web-based application will be available in late spring for districts and schools/facilities to review their 2004-2005 calculated rates and adjust the results based on their most recent knowledge of the students' movements. Data corrections submitted through this application will result in the graduation rate to be used for AYP determination.

### **High School Scores Used for AYP**

The normal high school test administration in Michigan is at the end of the eleventh (11<sup>th</sup>) grade. However, students who are seeking to qualify for dual enrollment in eleventh grade are allowed to take the assessments in the tenth grade. The assessment results from the normal test administration, at the end of eleventh grade, will be used for AYP with the exception that students that demonstrate proficiency in tenth grade (fall or spring) or eleventh grade (fall) may have their achievement and participation status carried forward into the 11<sup>th</sup> grade test administration of their cohort for calculation of AYP and the participation rate. While students are allowed to retest, for scholarship purposes, in the twelfth grade, a twelfth grade score does not count for AYP or participation. This procedure is in contrast to *Education YES!* in which twelfth grade scores are counted, and results are reported by graduation class.

To calculate the participation rate for high schools, the number of students enrolled in the eleventh grade will be the “universe” of students that are expected to participate in the assessment. A student will be counted as participating if the student takes the assessment in the tenth grade for dual enrollment, or in the eleventh grade. High school results, including achievement and participation, will be reported for AYP by eleventh grade cohort.

### **Students With Disabilities**

In Michigan, students with disabilities constitute one of the subgroups whose successful achievement of AYP will be required (along with other subgroups) in order for a school or school district to be classified as making AYP. Students with disabilities participate in the State Board approved Michigan Educational Assessment System (MEAS) in one of several ways:

- MI-Access, Michigan's Alternate Assessment Program;
- Participation in the MEAP with accommodations; or
- Participation in the MEAP without accommodations.

All students are assessed. The State Board of Education's MEAS policy and Federal law (IDEA-97) require all students, including students with disabilities, be assessed through the state assessment system.

Students with disabilities participating in MEAP using nonstandard assessment accommodations will be counted as “Not Tested” in the calculation of Adequate Yearly Progress. This is required by federal policy.



Federal law provides that the Individual Education Planning (IEP) team makes a decision for each individual student as to the state assessment (MEAP or MI-Access) that the student will participate in and the accommodations made available for the student's participation.

### **MI-Access Participation and Supported Independence**

The U.S. Department of Education determined that the current MI-Access Participation and Supported Independence assessments do not meet all of the NCLB criteria. Specifically, the current assessments do not report results in the content areas of English language arts and mathematics and therefore these assessments cannot be used for NCLB purposes. A recent agreement with the U.S. Department of Education (USED) allows students who were administered the MI-Access Participation and Supported Independence assessments to be counted as participating in state assessment. New version 2 MI-Access Participation and Supported Independence English language arts and mathematics assessments, currently under development, will not be implemented statewide until fall 2007. OEAA staff are currently considering interim Participation and Supported Independence measures that might meet Federal standards for valid alternate assessments.

### **MI-Access Functional Independence**

In addition, the USED released on December 14, 2005 the proposed regulation related to an additional population of students participating in alternate assessment. These alternate assessments must be based on modified achievement standards, but still measure grade level content expectations and benchmarks. Based on the criteria spelled out in the proposed regulation, the MI-Access Functional Independence assessments do *not* meet these requirements. However, the Functional Independence assessments now fall under the NCLB 1% cap regulation since these assessments are based on alternate achievement standards and report results in the content areas of English language arts and mathematics. Up to 1% of the total statewide number of students assessed at each grade level that were administered the MI-Access Functional Independence assessments may be counted as proficient, if the students' overall scores were in the attained or surpassed performance category. All students that took the Functional Independence assessment count as participating for AYP.

As a result of the MI-Access Functional Independence not meeting the criteria in the proposed federal rules to be considered an alternate assessment based on modified achievement standards, Michigan does not qualify to apply for the 2% Interim Flexibility – Option 2. The federal Interim Option 2 was used by Michigan in 2004-05 and is described in the document posted at <http://www.ed.gov/policy/speced/guid/secletter/051214a.html>. For 2005-06, Michigan has applied for permission to use Interim Option 1 to adjust the AYP decision only for schools that fail to make AYP solely due to the students with disabilities subgroup. This option allows states to calculate a proxy to determine the percentage of special education students (as defined in the Individuals with Disabilities Education Act) that is equivalent to 2.0 percent of all students assessed. The proxy adjustment for Michigan for 2005-06 is 15.0% based on Michigan's enrollment of 13.3% of the total student population as students with disabilities. The draft School Report Cards have been developed without the use of Interim Option 1 because federal approval is still pending. Interim Option 1 will be reflected in the School Report Cards when Michigan is notified of federal approval.

### **MI-Access 1% Cap on Proficient Scores**

The 1% cap is computed by taking no more than one percent of the district headcount enrollment (Fall 2005 for grades 3-8 and Spring 2006 for grade 11) at the grade levels where students are assessed in the state assessment system. This means the calculation of the number of student scores that are proficient (in each local school district) is not rounded upward. The federal rules require that school districts apply for state approval of an exception in cases where the district wishes to exceed the 1% cap at the district level. School districts and PSAs that had an approved application for exception to the 1% cap in the 2005 Report Card cycle will need to submit the application again. The application for the exception is contained in the *2006 Application for an Exception to the 1% Cap on Students Proficient Using Alternate Achievement Standards and Functional Independence Appeals*.

Statewide, more than 1% of students were administered the MI-Access Functional Independence assessments and earned scores that attained or surpassed the performance standard. As a result, a number of proficient Functional Independence scores were suppressed when the preliminary AYP calculations were determined. The MDE used a two-step process to calculate which proficient scores would initially count under the 1% cap. The rationale for this two-step process is to ensure that as many proficient scores as possible are counted for students for whom the Functional Independence assessments were designed, without exceeding the 1% cap at the state level.

*Step 1:* The fall 2005 SRSD submission information was used by the MDE to suppress proficient Functional Independence scores of students in the following special education categories.

- Specific Learning Disability (SLD or LD)
- Speech and Language Impairment (SLI)
- Emotional Impairment (EI)
- Physical Impairment (PI)
- Otherwise Health Impaired (OHI)

*Step 2:* Of the remaining Functional Independence scores, the MDE started with the lowest proficient score and “counted up” until the 1% cap was reached.

After the two-step process has been applied, the MDE will allow flexibility in cases where there is an impact on the school or district making AYP. For example, districts may request the reallocation of the students’ proficient scores that were suppressed by the two-step process for buildings within the district. In addition, school districts may submit additional documentation for students whose scores were suppressed in Step 1. A form is provided at <http://www.michigan.gov/oeaa> for this purpose.

### **Unethical Practices**

Unfortunately there are cases where a valid assessment score for a student or school is not available because of a serious ethical issue. Scores that are determined to be unethical will be counted as “not tested” for the purposes of AYP participation. In cases where an investigation

has not yet concluded, the Report Card data will be reconciled with the assessment data at the conclusion of the investigation.

We also encourage authorized users of the Report Card system to be mindful of the potential for unethical practices related to Report Card data. The appeals process will include cross-checks of demographic corrections, and additional documentation requirements to avoid such problems.

### **Demographics Used for AYP Determination**

Department staff analyzed the demographic data in the assessment databases and in the Single Record Student Database (SRSD). The analysis showed that many students have demographic discrepancies between the two databases, particularly for the economically disadvantaged designation. These discrepancies may have come about because 2005-06 is the first year that assessments have been administered in the fall of the school year. The Department has matched the data using the Unique Identification Codes (UICs) to update the demographics to use the data from the fall 2005 SRSD, which is considered most recent. Schools should be aware that the data used for AYP determination may not completely match the demographic analysis and other assessment reports. The Report Card web site allows authorized users to request a student data file showing the demographics used for AYP. The data file may be returned with corrected demographic information.

### **Feeder Codes Used for AYP**

Because the fall assessments are based on content taught during the prior school year, Feeder Codes are used to attribute students' scores to the school where the student attended during 2004-05.

### **Feeder Schools**

There are many schools in Michigan that do not include a grade that is assessed by the MEAP. An example of this is a school that enrolls students in grades K-1, that feeds into a school that has MEAP results. These feeder schools are assigned the MEAP results and AYP determination of the receiving school. This includes situations in which a single feeder school is associated with a single receiving school, as well as situations in which multiple feeder schools are associated with a single receiving school. This procedure is called "backfilling" and will be used in Michigan.

The 2006 School Report Card will initially show any feeder relationships that were in place for the 2005 Report Card. In cases where the feeder relationship has changed, or where the feeder relationship does not yet show, the school district should notify the Department through the Report Card appeals process.

### **Small Schools and Small Subgroups**

NCLB requires that AYP address both confidentiality and reliability in terms of how student assessment scores are reported and used. For confidentiality, Michigan uses the number of 10 students. Michigan does not publicly report state assessment results for groups smaller than 10. These results are reported to the school district. For reliability, Michigan has chosen the number of 30 students.

Michigan uses multiple year averaging to assign an AYP status to as many schools as possible. In cases where the school, as a whole, has fewer than 30 students participating in state assessment, two year, and if necessary three year averaging will be used for the whole school to obtain a large enough group of students to assign an AYP status.

### **Small Schools**

The federal No Child Left Behind Act (NCLB) requires each state to determine the Adequate Yearly Progress (AYP) of all public schools in the state. NCLB also requires each state to set a minimum group size for the purpose of establishing reliability for the many calculations used for AYP. The Michigan Department of Education has used a minimum group size of 30 for all student groups and subgroups. MDE has also used multiple year averaging to accumulate enough students in a testing cohort to assign AYP to schools. Subgroup data does not figure into AYP calculations in cases where there are fewer than 30 students in a subgroup in a given year.

Even with multiple-year averaging some schools did not have 30 students in a three year period and, therefore, did not receive an AYP status. Following release of the elementary and middle school report cards in August 2004, the U. S. Department of Education contacted MDE to inquire why some schools still did not have an AYP status. Staff from MDE had begun discussions with school district and ISD/ESA administrators about methods for calculating AYP for small schools and, using that input, moved quickly to develop the process. In September, 2004, the Michigan State Board of Education approved a new procedure, using a sliding confidence interval, to assign AYP to small schools.

For achievement status under *Education YES!* the same rules for small groups are followed as for AYP. For the *Education YES!* grade for achievement status, the school needs to a minimum of 30 students tested at a grade range. For achievement change, a minimum average of 10 students is needed for each data points to compute the change grade.

### **New Schools**

Both *Education YES!* and Adequate Yearly Progress look at more than one year of data in a school. A school must have at least three years of comparable MEAP data to be graded under *Education YES!* A school must have two years of comparable data to miss making Adequate Yearly Progress (AYP). If a new school's MEAP scores are below the state objective, the schools or school district will receive an "AYP Advisory". The AYP status is not issued until the second year of comparable MEAP data to allow the school the opportunity to make AYP through safe harbor.

Report cards are issued for schools after they have closed, if the school tested students during the 2005-06 school year.

The Department of Education recognizes that there are situations where the school configuration and the student population of a school may change to the point where it can be considered to be a new school, even though the school building may retain the same name and physical location. Examples include major changes in grade configuration or attendance boundaries. We no longer ask that a new school building code number be assigned in this situation. Instead, we ask that the district use the Report Card appeals process to describe the circumstances of the reconfiguration.

An appeal should be filed describing the circumstances of the reconfiguration and the changes in student population. The Department will consider the request and will adjust the Report Card, if appropriate.

### **Flexibility on English Language Learners**

In the State of Michigan, all students are to participate in the state assessment system. The United States Department of Education allows flexibility in the assessment participation of English language learners (ELL) who are "in their first year in U.S. public schools." (The "first year" is defined as the first "school year" that the student is enrolled. For this winter's MEAP, this applies to ELL entering a U.S. public school for the first time during the 2005-06 school year.)

This flexibility specifies that during the student's first year of enrollment in a U.S. public school, the school has the option of not administering the English language arts portion of the state assessment (MEAP or MI-Access) provided that an English Language Proficiency (ELP) assessment has been given to the student. ELP participation counts toward the 95 % participation rate requirement for Adequate Yearly Progress (AYP). The student must take the mathematics assessment. The score will not count for AYP.

A form has been designed to capture all of the student information that is required to grant this flexibility for ELL students who are new to U.S. Public Schools. It is provided as a link to the Office of Educational Assessment and Accountability site with MDE. The form is available at [http://www.michigan.gov/documents/ELL\\_information-MEAP\\_114468\\_7.pdf](http://www.michigan.gov/documents/ELL_information-MEAP_114468_7.pdf)

Schools with English Language Learners know that when these students reach Full English Proficiency (as measured by the district's English Language Proficiency test, e.g. the Woodcock-Munoz), they may be classified as FLEP – Former Limited English Proficient. They are then taken out of the LEP subgroup for which AYP is calculated. This became an issue for many schools which felt that, without the possibly better scores of these students, the LEP subgroup would continue to have difficulty making AYP. The U.S. Department of Education has announced that the assessment scores of FLEP students may continue to be counted in the LEP subgroup for up to two years after reaching full English proficiency. On the 2006 report cards, however, we will be including in the LEP subgroup all students designated as FLEP.

### **Nonstandard Accommodations**

Students assessed using nonstandard assessment accommodations will be counted as "Not Tested" in the calculation of Adequate Yearly Progress. This is required by federal policy.

### **School Accountable for Student's Achievement**

There are some situations where students attend a school other than the school that the student would normally attend. The student should be counted for assessment in the school that provides the student's instruction. Examples of this situation are in alternative education programs and special education centers. The principle behind this is that the school held accountable is the one that is responsible for the student's learning.

In the case of students attending a specialized school or program rather than the home school (e.g. alternative high school; special education center program, either stand-alone or hosted in a general education school facility; ISD operated school, etc.), the U.S. Department of Education allows for the assessment scores of these students to be:

1. Attributed to the school responsible for the instruction of the students, or hosting the program (that is, scores included in the specialized school's or host school's AYP calculation), OR,
2. Sent back to the home school, for inclusion in calculating AYP for the home school that sent the student to the specialized program.

Since the 2003 school report cards, we used the first choice and will do so again for the 2006 report card. The Michigan Department of Education, however, is open to dialogue on this issue for the development of future report cards.

### **Appeals**

A school district has the opportunity to appeal any data that affect its grade or AYP status if it has evidence that the data may be inaccurate. For example, the school district might identify corrected data regarding the number of students that were enrolled and should have been assessed. The appeal must originate by logging into the School Report Cards web site.

The Department of Education will do all that it can to correct errors that are brought to its attention. The purpose of the appeal window is to address substantive issues regarding the *Education YES!* grade or AYP status. The school district must cite specific data that is challenged in the appeal. Appeals that have no effect on the *Education YES!* grade or AYP status will not be considered.

School districts will have at least 15 calendar days to submit an appeal, if necessary. The Department of Education will review appeals on a timely basis. An acknowledgement of the appeal will be immediately sent to the school district. Data from assessments other than MEAP cannot be used as evidence in an appeal for *Education YES!* or for AYP.

Schools may still identify authorized users to view the Report Card and to submit appeals. There is no limit on the number of individuals that a district authorizes. Users need to establish a Michigan Education Information System (MEIS) account at <http://michigan.gov/meis/> if they do not already have an account. The school district should mail or fax the User Security Agreement to the Department of Education. The security agreement is available at <https://oeaa.state.mi.us/ayp/Docs/SecurityAgreement.pdf>.

The time period for filing an appeal of the 2006 report cards for elementary and middle schools will be from May 17, 2006 through 5:00 pm Eastern Time on Friday, June 2, 2006. A separate appeal period will be announced for high schools and district AYP. No appeals will be accepted after this period. The firmness of this timeline is necessary in order to meet the June target date for the public release of the report cards. No appeals will be accepted for the School

Performance Indicators (School Self-Assessment) once these have been approved and submitted by the local district superintendent.

### **Report Card Appeals System**

The Department has developed an appeals tracker system that keeps together all information and communication about each appeal regarding the Report Card. When an authorized user enters the School Report Card web site, the user has the opportunity to communicate with the Department to make corrections to the data that the Report Card is based on. The User initiates an appeal by clicking “Request Appeal” on any page of the Report Card web site. Once an appeal is submitted, the user will receive an email confirming the appeal. The email communication will also include a secure URL or web address where the user can:

- View the original communication to confirm that the message was delivered and that the appeal is active;
- View additional communication from the Department about the pending appeal;
- Add information or clarify data regarding the appeal; and
- Verify that the Department has made appropriate corrections have been made and that the appeal can be “closed.”

This system will allow the Department to track all appeals, ensuring that appeals do not fall through the cracks. It is critically important that users verify that their email address is correct when an appeal is filed. Users should also look for a confirming email after an appeal is initiated. All communication and action on each appeal will be accompanied by an email communication from the Department to the email address indicated on the original appeal.

A link to the issue tracker is provided on the Report card web site after the authorized use logs into the system. Links to the issue tracker page are at the top and bottom of the screen. Users can see the following types of issues:

- All active and resolved issues submitted by the user; and
- All active and resolved issues submitted by all users in the district.

Users are asked to use the issue tracker to add additional information about the issue, rather than creating a new issue.

### **Identification for Improvement**

The No Child Left Behind Act requires that any school where federal Title I funds are used be identified for improvement if the school does not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English language arts or mathematics). Once a school is identified for improvement, it continues to be identified until it makes AYP in the content area for two consecutive years. Students and parents have certain opportunities, required by federal law, if they attend schools that are identified for improvement. A school is identified for improvement only if it is a school in which federal Title I funds are allocated. School districts are advised to implement the NCLB requirements as soon as they become aware of the AYP status or upon notification of an appeal decision if the AYP status is appealed.

School districts were asked to identify the Title I status of each school in the School Infrastructure Database (SID). Each school's Title I status is displayed in the secure Report Card site, and will be displayed to the public when the Report Card is released.

### **School Code Master**

The Center for Educational Performance and Information (CEPI) maintains the state of Michigan's database of school directory information, the School Code Master. The School Code Master is accessible at <http://www.michigan.gov/scm>. The Report Card data that comes from the School Code Master includes:

- Names of superintendents and principals;
- School and district addresses and telephone numbers; and
- Email and web site addresses.

All schools should regularly verify and update your the data in the School Code Master. It is especially critical that you verify your district's records if your district has undergone any re-configuration of grade levels. Correct grade-level designation of buildings and facilities is important to the School Report Card.

If you do not know your district's School Code Master authorized user, please contact the DIT Education Help Desk at (517) 335-0505 or [Help-Desk@michigan.gov](mailto:Help-Desk@michigan.gov). When contacting the Help Desk, please have your district code and district name.

Authorized users can access the School Code Master at <http://www.michigan.gov/scm>. Click on the Authorized User Login link in the upper right quadrant of the screen. Using your MEIS password, login to the SCM. Click on "View/edit my schools/facilities" to see a complete list of schools/facilities/districts for which you are responsible.

### **Other Questions**

Feel free to contact the Department of Education at [aypcontactus@michigan.gov](mailto:aypcontactus@michigan.gov) or at (517) 373-1342 if you have any other questions or need other information about the Michigan School Report Cards.